

new testing technologies, to develop new training programs regarding the collection and use of forensic evidence, to provide post-conviction testing of DNA evidence to exonerate the innocent, to support accreditation efforts of forensic science laboratories and medical examiner offices, to address training and equipment needs, to improve the performance of counsel in State capital cases, and for other purposes.

S. 2630

At the request of Mr. FRANKEN, the name of the Senator from Ohio (Mr. BROWN) was added as a cosponsor of S. 2630, a bill to amend the Fair Labor Standards Act of 1938 to require certain disclosures be included on employee pay stubs, and for other purposes.

S. 2646

At the request of Mr. BURR, the names of the Senator from West Virginia (Mrs. CAPITO), the Senator from Oklahoma (Mr. LANKFORD) and the Senator from Oklahoma (Mr. INHOFE) were added as cosponsors of S. 2646, a bill to amend title 38, United States Code, to establish the Veterans Choice Program of the Department of Veterans Affairs to improve health care provided to veterans by the Department, and for other purposes.

S. RES. 199

At the request of Ms. STABENOW, her name was withdrawn as a cosponsor of S. Res. 199, a resolution expressing the sense of the Senate regarding establishing a National Strategic Agenda.

S. RES. 340

At the request of Mr. CASSIDY, the name of the Senator from Oklahoma (Mr. INHOFE) was added as a cosponsor of S. Res. 340, a resolution expressing the sense of Congress that the so-called Islamic State in Iraq and al-Sham (ISIS or Daesh) is committing genocide, crimes against humanity, and war crimes, and calling upon the President to work with foreign governments and the United Nations to provide physical protection for ISIS' targets, to support the creation of an international criminal tribunal with jurisdiction to punish these crimes, and to use every reasonable means, including sanctions, to destroy ISIS and disrupt its support networks.

S. RES. 383

At the request of Mr. PERDUE, the name of the Senator from Oklahoma (Mr. INHOFE) was added as a cosponsor of S. Res. 383, a resolution recognizing the importance of the United States-Israel economic relationship and encouraging new areas of cooperation.

STATEMENTS ON INTRODUCED BILLS AND JOINT RESOLUTIONS

By Ms. BALDWIN (for herself, Mr. BLUMENTHAL, Mr. BOOKER, Mrs. BOXER, Mr. BROWN, Mr. CARDIN, Mr. CASEY, Mr. DURBIN, Mr. FRANKEN, Mrs. GILLIBRAND, Ms. HIRONO, Ms. KLOBUCHAR, Mr. LEAHY, Mr. MARKEY, Mr. MENENDEZ, Mr. MERKLEY, Ms.

MIKULSKI, Mrs. MURRAY, Mr. PETERS, Mr. REED, Mr. REID, Mr. SCHATZ, Mr. SCHUMER, Mrs. SHAHEEN, Ms. STABENOW, Mr. UDALL, Ms. WARREN, Mr. WHITEHOUSE, and Mr. WYDEN):

S. 2677. A bill to make college more affordable, reduce student debt, and provide greater access to higher education for all students of the United States; to the Committee on Finance.

Ms. MIKULSKI. Mr. President, I rise today to talk about an issue that is of the utmost importance to me, Marylanders, and American families—college affordability.

I have said this often, but we in this country enjoy many freedoms: the freedom of speech, the freedom of the press, and the freedom of religion. But there is an implicit freedom our Constitution does not lay out in writing, but its promise has excited the passions, hopes, and dreams of people in this country since its founding. It is the freedom to take whatever talents God has given you, to fill whatever passion is in your heart, to learn so you can earn and make a contribution to society—the freedom to achieve.

The freedom to achieve should never be stifled in this country because of economic reasons. Your freedom to achieve should never be determined by the zip code you live in, by the color of your skin, or by the size of your family's wallet. It should be, in a democratic country, that everyone has access to be able to do that. That means affordable education. That means access to the opportunity ladder that students and families can count on, because we know a degree is something that no one can ever take away from you.

When I was a young girl at a Catholic all-girls school, my Mom and Dad made it very clear that they wanted me to go to college. But, right around graduation, my family was going through a rough time because my father's grocery store had suffered a terrible fire. I offered to put off college and work at the grocery store until the business got back on its feet. My Dad said, "BARB, you have to go. Your mother and I will find a way, because no matter what happens to you, no one can ever take that degree away from you. The best way I can protect you is to make sure you can earn a living all of your life." My father gave me the freedom to achieve.

When it comes to higher education, I believe in choice and opportunity. Anyone willing to work hard has a right to learn so you can get a college degree or certificate. Millions of American students are graduating colleges and universities, but as they are handed their diplomas, they are being handed a lifetime of debt.

More than 58 percent of Maryland college students have taken on an average debt of \$27,000 or more. Having this debt is like a first mortgage, making it hard to buy a home, start a business, or a family. I am worried about them, as

should the rest of us, and what it means for their future. College is a part of the American dream; it should not be a part of the American financial nightmare.

That is why, over the last several months, I embarked on a college affordability tour across the state of Maryland. I wanted to find out what were some of the challenges students faced when it came to college. I wanted to know how the Federal Government can help them be successful. The stories I heard were poignant, and were likely ones that everyone in this chamber has heard time and time again.

I met a bright young woman last year. She had the financial support of her parents to attend college. Unfortunately, during her sophomore year, her mother—who was a nurse—lost her job. To make sure she could still go to college, her family made the decision to dip into their retirement savings to help pay. This goes to show that her family knew how important it was that she continue her education. Even with this additional financial support, she still had to rely on Federal financial aid to pay for books.

Or the young man who is the first in his family to go to college. He hopes he is not the last. He would not be where he is today had it not been for a strong support system in high school through participation in a college bound program that gave him the opportunity to be exposed to college classes. While he came to college academically prepared, he still needed help navigating our complex Federal financial aid system.

This is just a small sample of the stories I heard. But they all say the same thing: "We need help." Many students and families are stressed and stretched, having to work and save to pay for college. They want to know what Congress is doing for them. They need a Federal Government that is on their side.

Student loan debt is more than \$1.3 trillion, exceeding total credit card and car loan debt, and eclipsed only by mortgage debt. Family incomes are not keeping pace with inflation, which means they are less able to help with the costs of higher education.

Getting a college education is the core of the American dream. Let us continue to fight to make sure that every student in America, whether you are in rural Eastern Shore or in big cities like Los Angeles, has access to that dream. Let us work together to make sure that when students graduate, their first mortgage is not their student debt. Carrying the burden of student loans drags down young people's financial future, making it harder to buy a home, start a family, or save for retirement.

It is my belief that this bill—the In The Red Act—will make college a reality for millions of Americans. I am pleased to see that provisions in this bill would allow eligible student borrowers the opportunity to refinance their Federal loans. I believe that if

you can refinance a yacht, you should be able to refinance your student loans. This will help more than 24 million students in the United States, including more than 800,000 student borrowers in Maryland.

I am also pleased to see that this bill increases Pell Grants to keep pace with rising costs. This will ensure that college students, who rely on Pell Grants, can pay for tuition, books, room and board, and other living expenses like child care.

The In The Red Act is absolutely a great bill for students, and it is a great bill for America. It gives our students access to the American dream. It gives our young people access to the freedom to achieve, to be able to follow their talents, and to be able to achieve higher education in whatever field they will be able to serve this country. It is my hope that we come together to pass this bill in a swift, expeditious, and uncluttered way.

While our work is not done when it comes to ensuring access to affordable higher education, this bill helps us get there. I look forward to working with my colleagues on both sides of the aisle to move this issue forward.

By Mr. DURBIN (for himself, Ms. COLLINS, and Mr. BENNET):

S. 2685. A bill to amend the Public Health Service Act to improve mental and behavioral health services on campuses of institutions of higher education; to the Committee on Health, Education, Labor, and Pensions.

Mr. DURBIN. Mr. President, I ask unanimous consent that the text of the bill be printed in the RECORD.

There being no objection, the text of the bill was ordered to be printed in the RECORD, as follows:

S. 2685

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the “Mental Health on Campus Improvement Act”.

SEC. 2. FINDINGS.

Congress makes the following findings:

(1) The 2014 Association of University and College Counseling Center Directors Survey found that the average ratio of counselors to students on campus is nearly 1 to 1,833 and is often far higher on large campuses. The International Association of Counseling Services accreditation standards recommends 1 counselor per 1,000 to 1,500 students.

(2) College counselors report that 10 percent of enrolled students sought counseling in 2014.

(3) More than 90 percent of counseling directors believe there is an increase in the number of students coming to campus with severe psychological problems; today, 44 percent of the students who visit campus counseling centers are dealing with severe mental illness, up from 16 percent in 2000, and 24 percent are on psychiatric medication, up from 17 percent in 2000.

(4) The majority of campus counseling directors report that the demand for services and the severity of student needs are growing without an increase in resources.

(5) Many students who need help never receive it. Only 15 percent of college and uni-

versity students who commit suicide received campus counseling. Of students who seriously consider suicide each year, only 52 percent of them seek any professional help at all.

(6) A 2015 American College Health Association survey of more than 93,000 college and university students revealed that, within the last 12 months, 57 percent of students report having felt overwhelming anxiety, 35 percent felt so depressed it was difficult to function, and 48 percent felt hopeless. However, only 12 percent of students reported receiving professional treatment for anxiety within the past 12 months, and 11 percent reported receiving treatment for depression within the past 12 months.

(7) The 2015 American College Health Association survey also found that 9 percent of students have seriously considered suicide in the past 12 months, a 20 percent increase compared to 2012.

(8) Research conducted between 1997 and 2009, and presented at the 118th annual convention of the American Psychological Association found that more students are grappling with depression and anxiety disorders than were a decade ago. The study found that of students who sought college or university counseling, 41 percent had moderate to severe depression in 2009, that number was 34 percent in 1997.

(9) A survey conducted by the student counseling center at the University of Idaho in 2000 found that 77 percent of students who responded reported that they were more likely to stay in school because of counseling and that their school performance would have declined without counseling.

(10) Students with psychological issues often struggle academically and are at risk for dropping out of school. Counseling has been shown to address these issues while having a positive impact on students remaining in school. A 6-year longitudinal study found college and university students receiving counseling to have a 11.4 percent higher retention rate than the general college and university population.

(11) A national survey of college and university students living with mental health conditions, conducted by the National Alliance on Mental Illness, found that 64 percent of students who experience mental health problems in college or university and withdraw from school do so because of their mental health issues. The survey also found that 50 percent of that group never accessed mental health services and supports.

SEC. 3. IMPROVING MENTAL AND BEHAVIORAL HEALTH ON COLLEGE CAMPUSES.

Title V of the Public Health Service Act is amended by inserting after section 520E-2 (42 U.S.C. 290bb-36b) the following:

“SEC. 520E-3. GRANTS TO IMPROVE MENTAL AND BEHAVIORAL HEALTH ON COLLEGE CAMPUSES.

“(a) PURPOSE.—It is the purpose of this section, with respect to settings at institutions of higher education, to—

“(1) increase access to mental and behavioral health services;

“(2) foster and improve the prevention of mental and behavioral health disorders, and the promotion of mental health;

“(3) improve the identification and treatment for students at risk;

“(4) improve collaboration and the development of appropriate levels of mental and behavioral health care;

“(5) reduce the stigma for students with mental health disorders and enhance their access to mental health services; and

“(6) improve the efficacy of outreach efforts.

“(b) GRANTS.—The Secretary, acting through the Administrator and in consultation with the Secretary of Education, shall

award competitive grants to eligible entities to improve mental and behavioral health services and outreach on campuses of institutions of higher education.

“(c) ELIGIBILITY.—To be eligible to receive a grant under subsection (b), an entity shall—

“(1) be an institution of higher education; and

“(2) submit to the Secretary an application at such time, in such manner, and containing such information as the Secretary may require, including the information required under subsection (d).

“(d) APPLICATION.—An application for a grant under this section shall include—

“(1) a description of the population to be targeted by the program carried out under the grant, including the particular mental and behavioral health needs of the students involved;

“(2) a description of the Federal, State, local, private, and institutional resources available for meeting the needs of such students at the time the application is submitted;

“(3) an outline of the objectives of the program carried out under the grant;

“(4) a description of activities, services, and training to be provided under the program, including planned outreach strategies to reach students not currently seeking services;

“(5) a plan to seek input from community mental health providers, when available, community groups, and other public and private entities in carrying out the program;

“(6) a plan, when applicable, to meet the specific mental and behavioral health needs of veterans attending institutions of higher education;

“(7) a description of the methods to be used to evaluate the outcomes and effectiveness of the program; and

“(8) an assurance that grant funds will be used to supplement, and not supplant, any other Federal, State, or local funds available to carry out activities of the type carried out under the grant.

“(e) SPECIAL CONSIDERATIONS.—In awarding grants under this section, the Secretary shall give special consideration to applications that describe programs to be carried out under the grant that—

“(1) demonstrate the greatest need for new or additional mental and behavioral health services, in part by providing information on current ratios of students to mental and behavioral health professionals;

“(2) propose effective approaches for initiating or expanding campus services and supports using evidence-based practices, including peer support strategies;

“(3) target traditionally underserved populations and populations most at risk;

“(4) where possible, demonstrate an awareness of, and a willingness to, coordinate with a community mental health center or other mental health resource in the community, to support screening and referral of students requiring intensive services;

“(5) identify how the institution of higher education will address psychiatric emergencies, including how information will be communicated with families or other appropriate parties;

“(6) propose innovative practices that will improve efficiencies in clinical care, broaden collaborations with primary care, or improve prevention programs; and

“(7) demonstrate the greatest potential for replication and dissemination.

“(f) USE OF FUNDS.—Amounts received under a grant under this section may be used to—

“(1) provide mental and behavioral health services to students, including prevention, promotion of mental health, voluntary

screening, early intervention, voluntary assessment, treatment, management, and education services relating to the mental and behavioral health of students;

“(2) conduct research through a counseling or health center at the institution of higher education involved regarding improving the mental and behavioral health of students through clinical services, outreach, prevention, or academic success, in a manner that is in compliance with the health privacy and security rules promulgated under section 264(c) of the Health Insurance Portability and Accountability Act of 1996 (42 U.S.C. 1320d–2 note);

“(3) provide outreach services to notify students about the existence of mental and behavioral health services;

“(4) educate students, families, faculty, staff, and communities to increase awareness of mental health issues;

“(5) support student groups on campus, including athletic teams, that engage in activities to educate students, including activities to reduce stigma surrounding mental and behavioral disorders, and promote mental health wellness;

“(6) employ appropriately trained staff;

“(7) provide training to students, faculty, and staff to respond effectively to students with mental and behavioral health issues;

“(8) expand mental health training through internship, post-doctorate, and residency programs;

“(9) develop and support evidence-based and emerging best practices, including a focus on culturally and linguistically appropriate best practices; and

“(10) evaluate and disseminate best practices to other institutions of higher education.

“(g) DURATION OF GRANTS.—A grant under this section shall be awarded for a period not to exceed 3 years.

“(h) EVALUATION AND REPORTING.—

“(1) EVALUATION.—Not later than 18 months after the date on which a grant is received under this section, the eligible entity involved shall submit to the Secretary the results of an evaluation to be conducted by the entity (or by another party under contract with the entity) concerning the effectiveness of the activities carried out under the grant and plans for the sustainability of such efforts.

“(2) REPORT.—Not later than 2 years after the date of enactment of the Mental Health on Campus Improvement Act, the Secretary shall submit to the appropriate committees of Congress a report concerning the results of—

“(A) the evaluations conducted under paragraph (1); and

“(B) an evaluation conducted by the Secretary to analyze the effectiveness and efficacy of the activities conducted with grants under this section.

“(i) TECHNICAL ASSISTANCE.—The Secretary may provide technical assistance to grantees in carrying out this section.

“(j) DEFINITION.—In this section, the term ‘institution of higher education’ has the meaning given such term in 101 of the Higher Education Act of 1965 (20 U.S.C. 1001).

“(k) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated such sums as may be necessary to carry out this section.

“SEC. 520E–4. MENTAL AND BEHAVIORAL HEALTH OUTREACH AND EDUCATION ON COLLEGE CAMPUSES.

“(a) PURPOSE.—It is the purpose of this section to increase access to, and reduce the stigma associated with, mental health services to ensure that students at institutions of higher education have the support necessary to successfully complete their studies.

“(b) NATIONAL PUBLIC EDUCATION CAMPAIGN.—The Secretary, acting through the

Administrator and in collaboration with the Director of the Centers for Disease Control and Prevention, shall convene an interagency, public-private sector working group to plan, establish, and begin coordinating and evaluating a targeted public education campaign that is designed to focus on mental and behavioral health on the campuses of institutions of higher education. Such campaign shall be designed to—

“(1) improve the general understanding of mental health and mental health disorders;

“(2) encourage help-seeking behaviors relating to the promotion of mental health, prevention of mental health disorders, and treatment of such disorders;

“(3) make the connection between mental and behavioral health and academic success; and

“(4) assist the general public in identifying the early warning signs and reducing the stigma of mental illness.

“(c) COMPOSITION.—The working group convened under subsection (b) shall include—

“(1) mental health consumers, including students and family members;

“(2) representatives of institutions of higher education;

“(3) representatives of national mental and behavioral health associations and associations of institutions of higher education;

“(4) representatives of health promotion and prevention organizations at institutions of higher education;

“(5) representatives of mental health providers, including community mental health centers; and

“(6) representatives of private- and public-sector groups with experience in the development of effective public health education campaigns.

“(d) PLAN.—The working group under subsection (b) shall develop a plan that—

“(1) targets promotional and educational efforts to the age population of students at institutions of higher education and individuals who are employed in settings of institutions of higher education, including through the use of roundtables;

“(2) develops and proposes the implementation of research-based public health messages and activities;

“(3) provides support for local efforts to reduce stigma by using the National Health Information Center as a primary point of contact for information, publications, and service program referrals; and

“(4) develops and proposes the implementation of a social marketing campaign that is targeted at the population of students attending institutions of higher education and individuals who are employed in settings of institutions of higher education.

“(e) DEFINITION.—In this section, the term ‘institution of higher education’ has the meaning given such term in 101 of the Higher Education Act of 1965 (20 U.S.C. 1001).

“(f) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated such sums as may be necessary to carry out this section.”

SEC. 4. INTERAGENCY WORKING GROUP ON COLLEGE MENTAL HEALTH.

(a) PURPOSE.—It is the purpose of this section to provide for the establishment of a College Campus Task Force to discuss mental and behavioral health concerns on campuses of institutions of higher education.

(b) ESTABLISHMENT.—The Secretary of Health and Human Services (referred to in this section as the “Secretary”) shall establish a College Campus Task Force (referred to in this section as the “Task Force”) to discuss mental and behavioral health concerns on campuses of institutions of higher education.

(c) MEMBERSHIP.—The Task Force shall be composed of a representative from each Fed-

eral agency (as appointed by the head of the agency) that has jurisdiction over, or is affected by, mental health and education policies and projects, including—

(1) the Department of Education;

(2) the Department of Health and Human Services;

(3) the Department of Veterans Affairs; and

(4) such other Federal agencies as the Administrator of the Substance Abuse and Mental Health Services Administration, in consultation with the Secretary, determines to be appropriate.

(d) DUTIES.—The Task Force shall—

(1) serve as a centralized mechanism to coordinate a national effort—

(A) to discuss and evaluate evidence and knowledge on mental and behavioral health services available to, and the prevalence of mental health illness among, the age population of students attending institutions of higher education in the United States;

(B) to determine the range of effective, feasible, and comprehensive actions to improve mental and behavioral health on campuses of institutions of higher education;

(C) to examine and better address the needs of the age population of students attending institutions of higher education dealing with mental illness;

(D) to survey Federal agencies to determine which policies are effective in encouraging, and how best to facilitate outreach without duplicating, efforts relating to mental and behavioral health promotion;

(E) to establish specific goals within and across Federal agencies for mental health promotion, including determinations of accountability for reaching those goals;

(F) to develop a strategy for allocating responsibilities and ensuring participation in mental and behavioral health promotions, particularly in the case of competing agency priorities;

(G) to coordinate plans to communicate research results relating to mental and behavioral health amongst the age population of students attending institutions of higher education to enable reporting and outreach activities to produce more useful and timely information;

(H) to provide a description of evidence-based best practices, model programs, effective guidelines, and other strategies for promoting mental and behavioral health on campuses of institutions of higher education;

(I) to make recommendations to improve Federal efforts relating to mental and behavioral health promotion on campuses of institutions of higher education and to ensure Federal efforts are consistent with available standards and evidence and other programs in existence as of the date of enactment of this Act; and

(J) to monitor Federal progress in meeting specific mental and behavioral health promotion goals as they relate to settings of institutions of higher education;

(2) consult with national organizations with expertise in mental and behavioral health, especially those organizations working with the age population of students attending institutions of higher education; and

(3) consult with and seek input from mental health professionals working on campuses of institutions of higher education as appropriate.

(e) MEETINGS.—

(1) IN GENERAL.—The Task Force shall meet not less than 3 times each year.

(2) ANNUAL CONFERENCE.—The Secretary shall sponsor an annual conference on mental and behavioral health in settings of institutions of higher education to enhance coordination, build partnerships, and share best practices in mental and behavioral health promotion, data collection, analysis, and services.

(f) DEFINITION.—In this section, the term “institution of higher education” has the meaning given such term in 101 of the Higher Education Act of 1965 (20 U.S.C. 1001).

(g) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated such sums as may be necessary to carry out this section.

SUBMITTED RESOLUTIONS

SENATE RESOLUTION 399—SUPPORTING THE GOALS AND IDEALS OF “NATIONAL PROFESSIONAL SOCIAL WORK MONTH”

Ms. STABENOW (for herself, Ms. MIKULSKI, and Mr. FRANKEN) submitted the following resolution; which was referred to the Committee on Health, Education, Labor, and Pensions:

S. RES. 399

Whereas the primary mission of the social work profession is to enhance well-being and help meet the basic needs of all people, especially the most vulnerable in society;

Whereas social work is one of the fastest growing careers in the United States with more than 640,000 members of the profession;

Whereas social workers work in all areas of our society to improve happiness, health and prosperity, including in government, schools, universities, social service agencies, communities, the military, and mental health and health care facilities;

Whereas social workers daily embody this year’s “National Professional Social Work Month” theme, “Forging Solutions Out of Challenges”, by helping individuals, communities and the larger society tackle and solve issues that confront them;

Whereas social workers have helped the Nation live up to its ideals by successfully pushing for equal rights for all, including women, African Americans, Latinos, people who are LGBTQ, and various ethnic, cultural, and religious groups;

Whereas social workers have helped people in the Nation overcome racial strife and economic and health care uncertainty by successfully advocating for initiatives such as the Medicaid program under title XIX of the Social Security Act, unemployment insurance, workplace safety initiatives, benefits under the Social Security Act, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Patient Protection and Affordable Care Act;

Whereas social workers are the largest group of mental health care providers in the United States and work daily to help people overcome depression, anxiety, substance abuse, and other disorders so they can lead more fulfilling lives;

Whereas the U.S. Department of Veterans Affairs employs more than 12,000 professional social workers and social workers help bolster the Nation’s security by providing support to active duty military personnel, veterans and their families;

Whereas thousands of child, family, and school social workers across the country provide assistance to protect children and improve the social and psychological functioning of children and their families;

Whereas social workers help children find loving homes and create new families through adoption;

Whereas social workers in schools work with families and schools to foster future generations by ensuring students reach their full academic and personal potential;

Whereas social workers work with older adults and their families to improve their

quality of life and ability to live independently as long as possible and get access to high-quality mental health and health care; and

Whereas social workers have helped the United States and other nations overcome earthquakes, floods, wars, and other disasters by helping survivors get services such as food, shelter, and health care, and mental health care to address stress and anxiety: Now, therefore, be it

Resolved, That the Senate—

(1) supports the goals and ideals of “National Professional Social Work Month”;

(2) acknowledges the diligent efforts of individuals and groups who promote the importance of social work and observe “National Professional Social Work Month”;

(3) encourages the people of the United States to engage in appropriate ceremonies and activities to promote further awareness of the life-changing role that social workers play; and

(4) recognizes with gratitude the contributions of the hundreds of thousands of caring individuals who have chosen to serve their communities through social work.

SENATE RESOLUTION 400—DESIGNATING MARCH 25, 2016, AS “NATIONAL CEREBRAL PALSY AWARENESS DAY”

Mr. ISAKSON (for himself and Mr. CASEY) submitted the following resolution; which was considered and agreed to:

S. RES. 400

Whereas a group of permanent disorders of the development of movement and posture that are attributed to nonprogressive disturbances that occur in the developing brain is referred to as “cerebral palsy”;

Whereas cerebral palsy, the most common motor disability in children, is caused by damage to 1 or more specific areas of the developing brain, which usually occurs during fetal development before, during, or after birth;

Whereas the majority of children who have cerebral palsy are born with cerebral palsy, but cerebral palsy may be undetected for months or years;

Whereas 75 percent of individuals with cerebral palsy also have 1 or more developmental disabilities, including epilepsy, intellectual disability, autism, visual impairment, or blindness;

Whereas according to information released by the Centers for Disease Control and Prevention—

(1) the prevalence of cerebral palsy is not decreasing; and

(2) an estimated 1 in 323 children has cerebral palsy;

Whereas approximately 800,000 individuals in the United States are affected by cerebral palsy;

Whereas although there is no cure for cerebral palsy, treatment often improves the capabilities of a child with cerebral palsy;

Whereas scientists and researchers are hopeful for breakthroughs in cerebral palsy research;

Whereas researchers across the United States conduct important research projects involving cerebral palsy; and

Whereas the Senate can raise awareness of cerebral palsy in the public and the medical community: Now, therefore, be it

Resolved, That the Senate—

(1) designates March 25, 2016, as “National Cerebral Palsy Awareness Day”;

(2) encourages each individual in the United States to become better informed about and aware of cerebral palsy; and

(3) respectfully requests that the Secretary of the Senate transmit a copy of this resolution to the Executive Director of Reaching for the Stars: A Foundation of Hope for Children with Cerebral Palsy.

AMENDMENTS SUBMITTED AND PROPOSED

SA 3451. Mr. McCONNELL submitted an amendment intended to be proposed to amendment SA 3450 proposed by Mr. McCONNELL (for Mr. ROBERTS) to the bill S. 764, to reauthorize and amend the National Sea Grant College Program Act, and for other purposes; which was ordered to lie on the table.

SA 3452. Mr. CORNYN (for himself and Mr. LEAHY) proposed an amendment to the bill S. 337, to improve the Freedom of Information Act.

SA 3453. Mrs. SHAHEEN submitted an amendment intended to be proposed to amendment SA 3450 proposed by Mr. McCONNELL (for Mr. ROBERTS) to the bill S. 764, to reauthorize and amend the National Sea Grant College Program Act, and for other purposes; which was ordered to lie on the table.

SA 3454. Mrs. SHAHEEN submitted an amendment intended to be proposed to amendment SA 3450 proposed by Mr. McCONNELL (for Mr. ROBERTS) to the bill S. 764, supra; which was ordered to lie on the table.

TEXT OF AMENDMENTS

SA 3451. Mr. McCONNELL submitted an amendment intended to be proposed to amendment SA 3450 proposed by Mr. McCONNELL (for Mr. ROBERTS) to the bill S. 764, to reauthorize and amend the National Sea Grant College Program Act, and for other purposes; which was ordered to lie on the table; as follows:

At the end add the following.

“This Act shall take effect 1 day after the date of enactment.”

SA 3452. Mr. CORNYN (for himself and Mr. LEAHY) proposed an amendment to the bill S. 337, to improve the Freedom of Information Act; as follows:

Strike all after the enacting clause and insert the following:

SECTION 1. SHORT TITLE.

This Act may be cited as the “FOIA Improvement Act of 2016”.

SEC. 2. AMENDMENTS TO FOIA.

Section 552 of title 5, United States Code, is amended—

(1) in subsection (a)—

(A) in paragraph (2)—

(i) in the matter preceding subparagraph (A), by striking “for public inspection and copying” and inserting “for public inspection in an electronic format”;

(ii) by striking subparagraph (D) and inserting the following:

“(D) copies of all records, regardless of form or format—

“(i) that have been released to any person under paragraph (3); and

“(ii) (I) that because of the nature of their subject matter, the agency determines have become or are likely to become the subject of subsequent requests for substantially the same records; or

“(II) that have been requested 3 or more times; and”; and

(iii) in the undesignated matter following subparagraph (E), by striking “public inspection and copying current” and inserting